

LATTA ELEMENTARY

122 Latimer Street
Latta, South Carolina 29565

GRADES K-5 Elementary School

ENROLLMENT 817 Students

PRINCIPAL Joy B. Cutler 843-752-5295

SUPERINTENDENT Dr. John M. Kirby, Jr. 843-752-7101

BOARD CHAIR Harold Kornblut 843-752-5178

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	25	60	4	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 14 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

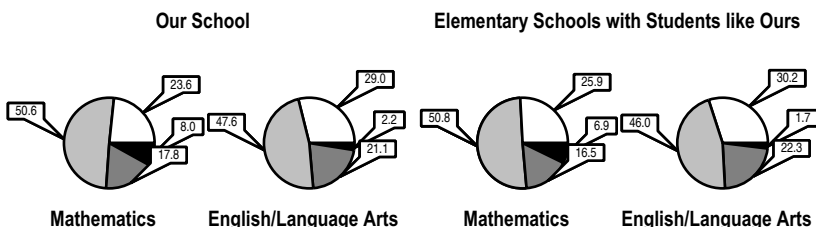
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	38	106	65
Percent satisfied with learning environment	89.5%	91.1%	80.3%
Percent satisfied with social and physical environment	94.7%	79.8%	66.1%
Percent satisfied with home-school relations	63.2%	88.7%	83.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	338	99.1	29.0	47.6	21.1	2.2	23.3	17.6
Gender								
Male	178	98.9	32.3	46.7	19.8	1.2	21.0	17.6
Female	160	99.4	25.3	48.7	22.7	3.3	26.0	17.6
Racial/Ethnic Group								
White	174	98.9	14.7	56.4	25.8	3.1	28.8	17.6
African-American	154	99.4	44.2	39.5	15.0	1.4	16.3	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	286	100.0	29.3	45.1	23.1	2.6	25.6	17.6
Disabled	52	94.2	27.3	63.6	9.1	N/A	9.1	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	338	99.1	29.0	47.6	21.1	2.2	23.3	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	338	99.1	29.1	47.3	21.4	2.2	23.6	17.6
Socio-Economic Status								
Subsidized meals	234	99.1	38.1	44.2	15.8	1.9	17.7	17.6
Full-pay meals	104	99.0	9.8	54.9	32.4	2.9	35.3	17.6

Mathematics								
All students	338	98.5	23.6	50.6	17.8	8.0	25.8	15.5
Gender								
Male	178	97.2	21.3	52.4	15.9	10.4	26.2	15.5
Female	160	100.0	26.0	48.7	20.0	5.3	25.3	15.5
Racial/Ethnic Group								
White	174	98.9	15.4	48.1	22.8	13.6	36.4	15.5
African-American	154	98.1	32.4	53.8	11.7	2.1	13.8	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	286	100.0	22.0	49.8	19.4	8.8	28.2	15.5
Disabled	52	90.4	34.1	56.1	7.3	2.4	9.8	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	338	98.5	23.6	50.6	17.8	8.0	25.8	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	338	98.5	23.2	50.6	18.1	8.1	26.1	15.5
Socio-Economic Status								
Subsidized meals	234	98.3	28.2	53.5	13.6	4.7	18.3	15.5
Full-pay meals	104	99.0	13.9	44.6	26.7	14.9	41.6	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	92	N/A	11.1	54.4	32.2	2.2	34.4
	Grade 4	129	N/A	22.2	50.0	27.8	N/A	27.8
	Grade 5	119	N/A	35.5	44.5	17.3	2.7	20.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	109	99.1	17.3	51.9	26.0	4.8	30.8
	Grade 4	99	98.0	24.7	44.1	29.0	2.2	31.2
	Grade 5	130	100.0	42.5	46.7	10.8	N/A	10.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	92	N/A	27.5	45.1	16.5	11.0	27.5
	Grade 4	129	N/A	35.4	34.6	17.3	12.6	29.9
	Grade 5	119	N/A	41.8	30.0	15.5	12.7	28.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	109	96.3	21.8	52.5	15.8	9.9	25.7
	Grade 4	99	100.0	12.8	52.1	24.5	10.6	35.1
	Grade 5	130	99.2	33.6	47.9	14.3	4.2	18.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 817)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.1%	Down from 7.2%	2.7%	2.4%
Attendance rate	92.5%	Down from 95.9%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	11.4%	Up from 10.5%	10.3%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	7.3%	Up from 6.7%	8.8%	8.0%
Older than usual for grade	20.0%	Up from 2.5%	1.4%	1.1%
Suspended or expelled	0.1%	Down from 0.7%	0.0%	0.0%

Teachers (n= 47)				
Teachers with advanced degrees	38.3%	Down from 39.1%	45.0%	50.0%
Continuing contract teachers	59.6%	Down from 87.0%	85.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	90.6%	Up from 85.4%	86.4%	86.2%
Teacher attendance rate	95.0%	Down from 95.4%	95.2%	95.3%
Average teacher salary	\$36,057	Down 0.5%	\$39,390	\$39,909
Prof. development days/teacher	15.0 days	Up from 13.1 days	12.1 days	11.4 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio	21.0 to 1	Up from 18.6 to 1	18.6 to 1	18.9 to 1
Prime instructional time	86.6%	Down from 90.4%	89.6%	89.7%
Dollars spent per pupil*	\$4,860	Up 2.6%	\$6,034	\$5,892
Percent spent on teacher salaries*	67.4%	Up from 66.0%	66.0%	66.6%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	99.0%	Down from 99.2%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Serving students from Child Development through Fifth Grade, Latta Elementary School continues to provide a nurturing learning environment with constant improvement as a goal. Three full day classes of Child Development were partially funded by First Steps in 2002-2003. Use of ECERS standards contributed to a successful Early Childhood environment with DIAL 3 post-tests showing gains for all children. Emphasis on reading continued with book circulation in our library exceeding 47, 000 checkouts in 2002-2003. The library collection in the media center was inventoried, major discards made, and substantial book acquisitions were added to bring the collection to current copyright dates. Math staff development funded through a grant emphasized use of manipulatives for conceptual understanding. Teachers continued with revisions of curriculum alignment and pacing guides for core subjects. Science and Social Studies PACT tests were administered for the first time in 2003 for grades three through five. The School-wide Writing Committee completed work toward an Exemplary Writing Application and explored strategies including the 6 Traits Model. Gifted and Talented classes used tablet PC's in their study of the town of Latta. An extension teacher model was used in second grade to provide periods of small group instruction. Scheduling changes were implemented to increase available instructional minutes in the day. Each activity teacher used one period a day for small group enrichment activities. Art instruction was provided for every student, and Artistic Gifted and Talented students were served in a summer program in 2002. The staff of LES completed a comprehensive self-study culminating in a successful SACS review and accreditation with a plan to guide future improvements. School facilities were improved in 2002-2003 with plumbing renovations including automatic faucets. Landscaping projects were completed including a sprinkler system. A new security camera system and a new telephone system were installed through the computer cable network. Following a Playground Safety Audit a new playground complex was installed for first through fifth grades, and a playground shade shelter was constructed. Parent conferences were held with parents/guardians of all but five students in 2002-2003. School climate continues to be good. Our students' served the community by raising over \$5,000.00 in Jump Rope for Heart.

Joy B. Cutler

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.